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ABSTRACT

This report describes an inservice teacher education program that had special emphasis on multicultural education, initiated by the Teacher Corps at the University of Southern California. The children in the elementary school involved in the project were mainly Spanish-speaking Mexican-Americans. The objectives for the project were to: (1) retrain teachers-in-practice in bilingual and multi-cultural teaching techniques; (2) provide specialized training for instructional aides; (3) develop a teacher center design for sharing with other teachers insights and strategies learned in the program; (4) establish a classroom environment to provide children with a more stable emotional and physical learning ambiance; (5) reestablish the role of the principal as leader of teacher innovation and curriculum development; (6) encourage parents and community volunteers to participate in school instructional programs; (7) develop training programs for local school administration; (8) build community confidence in the instructional program in support of the learning needs of the multi-cultural child; (9) field test course work designed for a proposed bilingual/crosscultural credential; (10) up-date competency-based education modules designed for training teachers in bilingual and multi-cultural teaching skills; and (11) develop greater interdisciplinary cooperation in the building of teacher education courses. The above objectives and their implementation are described in detail. Successes and failures are discussed, and the project as a whole is evaluated. (JD)

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INNOVATIVE TEACHER TRAINING FOR MULTI-CULTURAL EDUCATION:

The Final Report Of The Cycle X Teacher Corps
Project At The
University of Southern California

Prepared By
David D. Marsh

October, 1977

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A Collaborative Project Involving
The Lawndale School District,
The Lawndale Community
and
The University of Southern California

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Chapter I
OVERVIEW

The Cycle X Teacher Corps project was a collaborative effort involving the Lawndale Elementary School District, The University of Southern California and the Lawndale community. The project provided in-service training to teachers and aides at Anderson Elementary School and brought about institutional change in school programs and school/community relationships at the school. The project brought about institutional change at the university through the building of a major new teacher training strand in bilingual/multi-cultural teacher education.

The objectives for the project were as follows:

1. To provide specialized retraining for teachers-in-practice in the following areas:
   - Bilingual/Multi-cultural Teaching Techniques
   - Diagnostic/Prescriptive Teaching Techniques
   - The Teacher as the Trainer/Manager of Classroom Human Resources
   - Teacher-as-Performing-Artist techniques
2. To provide specialized training for instructional aides in order to develop classroom technicians who possess competencies in the following areas:
   - Diagnosis/Prescription techniques
   - Bilingual/Multi-cultural instruction techniques
   - Counseling techniques
   - Performing Artist techniques

3. To operationalize an alternative/portal school/teacher center design to insure that the insights and strategies developed at the project schools are effectively shared with other teachers in the District.

4. To establish an alternative classroom environment that will provide children with a more stable emotional and physical learning ambiance.

5. To re-establish the role of the principal as the leader of teacher innovation and curriculum development.

6. To find more effective means to encourage bilingual/bicultural parents and community volunteers to participate in local school instructional programs.

7. To develop training programs suitable for local school administration, which will provide specialized training in classroom assistant skills for parents or community volunteers who wish to work as aides in their school.

8. To build community confidence in the instructional program in support of the multi-cultural child and his learning needs.

9. To field test course work that has been designed for the proposed Bilingual/Crosscultural Credential.

10. To develop or up-date competency-based teacher education modules designed for training/retraining in the following content areas:

    - Bilingual/Multi-cultural teaching skills
    - Diagnostic/Prescriptive teaching skills
    - Training/Management of classroom technicians

11. To develop greater interdisciplinary cooperation in the building of teacher education courses which will make the teacher a more effective mediator of himself and his content material.

These objectives constitute a major training effort in developing multi-cultural/bilingual programs in schools and schools of education.

This report is divided into three chapters. The first chapter is an overview of the project. The second chapter provides a description and discrepancy evaluation of program activities related to each of the eleven objectives described above. The third chapter of the report provides an analysis of project efforts in terms of a set of questions provided by Teacher Corps/Washington. The questions focus primarily on the institutional impact at three levels: the university, the school district, and the community. The final chapter is an analysis of the institutionalization of project innovations within the universities. In the chapter, 5 innovations are analyzed in terms of four sets of factors: factors associated with the design and operation of the Teacher Corps project, factors related to characteristics of the institutionalizer role, factors related to the nature of the innovation itself and factors related to the institution and its response/support of the innovation.

The project can be proud of its many accomplishments. The content of the majority of the instructional programs given to teachers, aides and interns was very high. Moreover, 19 teacher and 4 interns received a Master's Degree from The University of Southern California as a result of the program. An exciting new learning environment was established in many classrooms at Anderson School, and a complex community program was carried out and institutionalized. In addition, three new bilingual credentials/approved programs were established at USC as a result of the Teacher Corps project, and extensive interdisciplinary cooperation and collaboration was achieved. This includes the establishment of a Dean's Task Force on Bilingual/Bicultural education.

Chapter II

DISCREPANCY EVALUATION

This discrepancy evaluation is based on in-depth interviews with project staff, teachers, interns, aides, professors, institutional representatives from IHE and school districts, and community persons. The community persons included were parent volunteers who are assisting at the school as well as parents involved in advisory councils at the school. The data collection also included participant observation by the internal evaluator who attended project meetings, observed courses and other project activities both at the university and at Anderson School. Finally, the data collection included a simple feedback form which was used approximately twice each semester to continually monitor teacher attitudes about the process and results of the Teacher Corps project.

The results of the discrepancy evaluation are organized around the 11 objectives of the project.

Objective No. 1: To provide specialized retraining for teachers in-practice in the following areas:

- Bilingual/Multi-Cultural Teaching Techniques
- Teacher as Trainer/Manager of Classroom Human Resources
- Teacher-as-performing-artist techniques

Bilingual/Multi-Cultural Teaching Techniques

Language Training. The training of teachers in the area of bilingual/multi-cultural techniques was very successful. A high intensity language training (HILT) in Spanish was offered to teachers and

interns for 10 days prior to the beginning of the school year at the start of the project. The Spanish language training given at this time was a total immersion approach. After an initial language assessment, teachers worked in small groups with other teachers of similar language ability. The highly innovative instructions emphasized verbal communication in everyday settings.

Formal language training was given to teachers during the first and second year of the program as a follow-up to the HILT training. The follow-up language training was integrated within required courses except for the last semester when it was voluntary. The follow-up program, known as the language maintenance program (LMP), had the following objectives:

1. To improve teachers' communication with non-English speaking parents.

2. To improve teachers' communication with children in the classroom, and if the child were non-English speaking, provide instruction in Spanish in the areas of social studies, math, science, and health.

3. To make teachers familiar with vocabulary in the four curriculum areas listed above.

4. To help teachers improve their written communications (in Spanish), especially to parents.

The class was organized around instructional activities such as games and songs, celebrating holidays, preparing food, and other concrete experiences. Teachers also developed numerous creative instructional materials in the class. The class demonstrated that Spanish-language facility for teachers can be maintained, or even enhanced, in the short time each week available for this purpose. In addition, many teachers reported that they thoroughly enjoyed the class and appreciated

the many efforts of the instructor, Margarita Tempas. Six teachers in the class have become the designated bilingual education teachers at the school. They all felt that the LMT program had strengthened their Spanish language facility so that they were able to undertake this new assignment.

Coursework. The bilingual/multi-cultural training for teachers also included several courses offered by USC. Courses during the first year emphasized culture and historical understanding of different ethnic groups, especially Mexican-Americans. Teachers felt that these classes were rambling and boring, and were not especially helpful to their needs in multi-cultural education. Teachers, however, had quite the opposite opinion of the multi-cultural classes taught during the second year. The two multi-cultural classes were closely intertwined and were taught by Diane Battung. The carefully articulated objectives for the courses were as follows:

1. Upon completion of EDTE 589, students will be able to design multi-cultural workshops in the national/ethnic focus of their choice by actualizing a five sense workshop complete with each of the five activity formats in their own classroom setting.

2. Upon completion of EDTE 589, students will gain the needed skills to utilize community resources in their classrooms for the purpose of multi-cultural education by completing a multi-cultural community survey.

3. Upon completion of EDTE 589, students will have a wider knowledge of the current state of field-based bilingual and second language instruction through completion of (a) ESL/ bilingual conference, and (c) report of media coverage of language developments/issues as a class project choice.

4. Upon completion of EDTE 589, students will have access to multi-cultural resources in the wider Los Angeles area through the distribution of a directory of multi-cultural resources compiled from course survey report projects.

5. Upon completion of EDTE 589, students will have an expanded understanding of bilingual and TESOL education as parts of the wider fields of multi-cultural education and futuristics.

6. Upon completion of EDTE 588, students will demonstrate an expanded understanding of the definitions of both TESOL and bilingual education both within the United States and internationally through the completion of (a) course readings, (b) participation in course discussions of the readings and (c) weekly written reports.

7. Upon completion of EDTE 588, students will be able to demonstrate in discussion and thesis work an expanded understanding of the eleven topics selected in the fields of bilingual, TESOL, and multi-cultural education through the completion of (a) course readings, (b) participation in course discussions of the readings and (c) weekly written reports:

The future of learning
Second language acquisition
Bilingual Education (similarities/differences)
Asian/Black/Indian/Mexican-Americans
Multi-cultural Education
Visible and invisible minorities
Laws and language teaching/learning
Language and Culture
Linguistics
ESL/Bilingual psycholinguistics

8. Upon the completion of EDTE 589, students will be prepared for their choice of thesis project selection in the fields of bilingual and second language instruction through the completion of (a) course readings, (b) participation in course discussions of the readings, and (c) weekly written reports.

The purpose of one of the classes, EDTE 588, was to expand the concept of bilingual education through a series of assigned readings, discussion with guest speakers, and an informal discussion of the readings at lunchtime. The second course, EDTE 589, used teacher-conducted community surveys as a vehicle for helping teachers explore the extent to which multi-cultural resources were available in the wider Los Angeles area. Each teacher or small group of teachers then helped their class

prepare a multi-cultural demonstration or performance. Each performance was designed to help children learn by means of each of their five sensory modes — listening, seeing, tasting, feeling and smelling. For example, one of the performances focused on the culture and customs of Hawaii. The children performed Hawaiian dances, sang Hawaiian songs, and ate Hawaiian food.

Teachers and interns were very impressed with the process of the course. They rated the course as being well organized, personalized, and nicely presented. Interns felt that the communication between instructors and students was very good and that it was the best course they had had to date. Many of the teachers' comments reflected this same sentiment. Both teachers and interns thought the course was somewhat difficult and that the frequent assignments, even though they were greatly simplified, were difficult to finish amidst the many other duties required of a teacher.

It is clear that many teachers were using ideas from this course in their classrooms. Each teacher conducted a workshop which parents of the students attended in large numbers. Diane Battung photographed each of the workshops and showed teachers slides of these workshops late in the spring. Teachers expressed great appreciation for this positive, enjoyable feedback. Many teachers also found the construct of organizing multi-cultural education around "the five senses" very helpful to them. Teachers reported that they now organize other instruction activities around the use of the various senses.

The classes influenced teachers in other ways. One teacher summarized a feeling common to many teachers by saying:

> The course made us more creative — we're looking beyond reading, writing, and arithmetic. Reading and math don't stop, we're just doing other activities as well. We're also

doing more projects and including more learning experiences by "doing." Teachers also are looking into their own background: Arturo Silva was very helpful. He dealt with whether Bilingual education was necessary and he argued yes. We still don't have any Bilingual teachers here, however.

Teachers also felt that more Mexican-American parents were more involved in the school. Teachers felt that many parents came to the ESL classes and were more comfortable in visiting the students' classes. Many teachers, however, echoed the sentiment that at times, too much emphasis was placed on the Mexican heritage. Another teacher reflected a similar theme when she said that the discussion at lunch-time was often biased by dwelling on the hardship of the Mexican-Americans. She felt that every culture has experienced hardship in the American society.

Conferences and Special Events. The multi-cultural training given teachers also included conferences which teachers and project staff attended. Many of these conferences were sponsored by the California Teacher Corps Network and gave teachers not only technical information but a sense of enthusiasm and insight about multi-cultural education. Finally, the special multi-cultural events held at the school were very influential on teachers. A major multi-cultural festival was held at the school at the end of each year. At the end of the first year, approximately 900 parents and pupils attended an all-day multi-cultural festival. During the day the festival included an auditorium performance, games and special food, while the evening included the multi-cultural dinner and the special feature of the day: the play Snow White and the Seven Dwarfs performed by the teachers in Spanish. The festival was an amazing success.

Multi-Cultural Learning Resource Center. Finally, the project worked to establish a Multi-Cultural Learning Resource Center at USC. The Center housed over 4,000 instructional materials related to

multi-cultural education. These materials were cross-indexed so that teachers and other staff could readily find desired materials. The Center also served as the base for training workshops which helped teachers understand the cultural materials and how they might be utilized in the classroom.

Diagnostic/Prescriptive Teaching Techniques

During the first year, interns and teachers took an introductory diagnostic/prescriptive course which was field-based at Anderson School and taught by a tenured faculty member in the Department of Teacher Education. Arrangements were made so that teaching aides could take the same course and receive credit through El Camino Junior College. The course emphasized teaching skills for working with severely handicapped children, which the teachers found not relevant to their own purposes. Moreover, there was little classroom follow-up of ideas learned in the course, so that implementation of these teaching skills became difficult.

During the second year, teachers took two courses from Dr. Leo Buscaglia, a professor of Special Education at USC. One of the courses emphasized counseling and human relations techniques for working with special education children. The other course focused on language and learning problems of children with special needs. The two courses provided a significant theoretical background for classroom teachers and an extremely warm and humanistic approach to teaching. The professional and personal lives of many teachers in the program were deeply affected by Dr. Buscaglia. The informal meetings with Dr. Buscaglia extended the teachers' understandings of Special Education and the humanistic approach which he exemplifies. There was no school-based follow-up of these courses, however.

Finally, the project staff worked with Dr. Burt MacLeech, an emeritus professor of Special Education at USC, in developing a handbook for teachers concerning mainstreaming. While the handbook had a number of excellent ideas for teachers, it was not available until the conclusion of the Teacher Corps project when a two-hour workshop was provided teachers on the use of the handbook. Many teachers doubted they would be able to implement ideas from the handbook without additional training and encouragement.[1]

The Teacher as Manager of Human Resources in the Classroom

Training related to the teacher as manager of the classroom resources was not emphasized during the project. However, a number of important activities took place which increased the nature of cooperation and teaming at the school. During the first year, an attempt was made to establish "learning families" consisting of teachers from across grade levels. The original conception of a "learning family" was to include a set of master teachers and their aides, several interns and community volunteers, and all of the pupils taught by these staff. It was to be a team teaching arrangement for providing instruction as well as a team planning and support mechanism for the growth of teachers. For several reasons, learning families of this type were not established at the school.

A number of efforts were made, however, to increase sharing of information and ideas between teachers. This was observed in a multicultural education training component where teachers shared community

[1] Bert MacLeech, P. M. MacLeech, and James E. Johnson, Handbook On Mainstreaming For Regular Classroom Teachers. Los Angeles: University of Southern California, 1977.

resources they had identified, and in the performing arts training component where teachers shared instructional materials and ideas.

In addition, a cadre of community volunteers were trained and these volunteers served as aides in classrooms and resources centers at the school. To a limited extent, teachers also formed new relationships with parents as part of the implementation of the multi-cultural education program at the school. The presence of teachers, community volunteers, and project staff in classrooms did much to create an openness on the part of teachers to the presence of other adults in the classroom. As Lortie (1975) has pointed out, one of the characteristics of teaching as a profession is the isolation of teachers within classrooms. The project had some success in breaking down this sense of isolation.

The project also placed interns in the classrooms of teachers who were developing bilingual education programs on a limited basis. Aides trained by the project continued to serve in many classrooms across the school. In short, while there was little formal training in the area of manager of classroom human resources, the project implemented a variety of approaches which helped various role groups. The project was not very successful, however, in strengthening teaming efforts within the classroom.

The Teacher as Performing Artist

Training for teachers in the area of the teacher as performing artist had two ultimate goals: creating a classroom learning environment that was more stimulating and enjoyable for children, and helping classroom teachers use the performing arts as a vehicle for all instructional areas. Each Thursday, teachers took a workshop at the school, which was given on a voluntary, non-credit basis. The workshops focused on topics such as drama, puppets, visual arts, art, music, and dance. Each sequence

typically lasted two or three weeks where one outside consultant gave teachers a "hands-on" experience using one of the performing arts. Teachers found the workshops very enjoyable and very relevant to their classroom teaching. Moreover, the project worked hard to make materials used in the workshops available so that teachers could use these in the classroom. Finally, a major reason for the success of the workshops was the classroom follow-up where the consultant and/or a project staff member helped the teachers to implement these ideas.

A second approach to the training of teachers in the area of the performing artist was a more personal set of experiences for teachers. Goldie Bemel arranged on several occasions for large groups of teachers and project staff to attend professional theatre performances in the Los Angeles area. These were excellent plays or musicals which everyone enjoyed seeing and which built considerable enthusiasm for the teacher-as-performing-artist component of the project.

Finally, Goldie Bemel also arranged for several important cultural groups to put on performances in Lawndale for the Anderson students and for other school children. She helped to bring the Los Angeles Philharmonic Orchestra, the USC Ballet Folklorico, and several other prestigious groups to Lawndale. A number of other performances were arranged in the Anderson School auditorium.

Objective No. 2: To provide Specialized training for instructional aides in order to develop classroom technicians who possess competencies in several important teaching areas.

During the first year, aides participated in the Thursday workshops and in several courses offered to teachers. In addition, they received course credit through El Camino College for their work as instructional

aides at the school site. One of the project staff served as supervisor for this on-site training.

During the second year, the training of instructional aides was not as successful. There were several reasons for this difference. During the first year aides were able to receive released time so that they were able to participate in this coursework, while during the second year they were not able to receive released time. In addition, it became more difficult for them to attend after-school classes, and their attendance dwindled. At no time during the project were aides given intensive classroom-based training, nor was the project successful in involving teachers in the training of the aides.

Objective No. 3: To operationalize an Alternative/Portal School/Teacher Center design to insure that the insights and strategies developed at the Project schools are effectively shared with other teachers in the district.

A library/learning center was established at Anderson School as a vehicle for continuing the approaches to staff training and curriculum established by the Teacher Corps project. The project did a wonderful job in assembling learning materials for children and in training parent volunteers who could staff the learning center in the years following the Teacher Corps project at Anderson. The library/learning center houses the multi-cultural resource materials, developed during the project, which teachers can use as a guide to locating community resources relevant to multi-cultural education. The library/learning center also houses instructional materials as part of the Teacher-as-Performing-Artist staff training efforts.

In addition, a Multi-Cultural Learning Resource Center was established at the University of Southern California and continues to be utilized by students and faculty at USC as well as limited numbers of

other school teachers. Moreover, the bilingual teacher education program at USC has utilized a staff development model created by the Lawndale Teacher Corps project as a vehicle for inservice teacher education in five districts across Southern California. The USC bilingual program has been able to receive inservice training funds from three school districts to support this effort.

The Teacher Corps program design also was extended to others in the district through an inservice program funded by Title VII monies within the district in a contract with USC. This USC program functioned during the second year of the project and was administered out of the same office as was the Teacher Corps project. However, it was not possible to establish a portal school/teacher center design which insured that the insights and strategies developed at the project schools could be effectively shared with other teachers in the district. While the Teacher Corps inservice model was utilized, few Teacher Corps staff were involved in this inservice effort. Moreover, Anderson School was not used as a demonstration site in this program, nor were Anderson staff used as trainers in the program. The bilingual inservice program was not continued this year.

One can hypothesize as to why a portal school/teacher center design was not developed at Anderson School. Certainly the lack of anticipated state funds to implement the teacher center design was a serious hindrance, as was the lack of full cooperation by a key school site administrator. Moreover, the inservice program at Anderson took a good deal of energy on the part of project staff, and it was important that the project staff concentrate on protecting these gains at Anderson School. There was also a serious lack of planning on the part of the project about the development of the portal school/teacher center design at Anderson School. Funds to support this design could have been

obtained from Title VII funds in the district, for example. While school board members, the superintendent, and the program's coordinator were enthusiastic about the Teacher Corps project, they were rarely called on to help plan a portal school/teacher center design. This political clout would have been useful to counterbalance the resistances which the project experienced at the local site.

Anderson staff were not developed as inservice program co-trainers, although the project did emphasize sharing of ideas and resources between teachers. Sharing of instructional materials and staff development approaches at the school was structured within the library/learning center and at USC within the multi-cultural learning resource center. However, no structure was developed to disseminate these materials to other schools within the district. In addition, project collaborative planning at the school site did little to develop the portal school/teacher center concept. For example, the school/community council ceased to function during the second year, and few planning meetings addressed the whole portal school/teacher center issue.

Objective No. 4: To establish an alternative classroom environment that will provide children with a more stable emotional and physical learning ambiance.

The project made splendid accomplishments in this area. As explained above, the inservice program related to developing the Teachers-as-Performing-Artists was very successful. Teachers were frequently using drama, music, film, dance, and other performing arts as a vehicle for teaching a wide variety of curriculum. The alternative classroom environment also emphasized a curriculum that was more multi-cultural in nature and classroom interaction which was more humanistic and joyful. The physical environment of the classroom also had clearly changed. On the walls were numerous pictures and materials

often made by children. Previously, most materials on the walls were commercially printed or teacher selected. They did not represent the creative work done by children in the classroom.

A second dimension of the alternative classroom environment was the inclusion of multi-cultural education. Teachers as part of one of the Teacher Corps courses developed community resource indexes which helped them identify community resources relevant to any ethnic group. In addition, the approach to multi-cultural education utilizing each of the five sensory inputs — seeing, hearing, smelling, tasting, feeling — was used extensively by teachers. When teaching students about any different culture, teachers would include an experience involving each of the five senses. Moreover, the multi-cultural education approach utilized by the project emphasized a respect for other cultures and a pride in one's own culture. On the basis of classrooms observations and discussions with teachers the evaluator felt that this objective had been realized.

A third dimension to the development of an alternative classroom environment was the personal development of teachers which took place during the Teacher Corps program. A highlight of this approach was the set of courses taught by Dr. Leo Buscaglia. These courses consisted of a humanistic approach to teaching and children. One course emphasized the importance of language and the negative effects of labeling children. The other course emphasized humanistic communication between adults and children.

Several factors were important in achieving success in this project objective. The project staff person responsible for this area gave it considerable time, energy and enthusiasm. She had developed an extensive knowledge of creative consultants available in the performing arts areas, and the selection of good consultants for the performing arts workshops was very important.

The workshops themselves were enjoyable, creative experiences. They provided practical skills to teachers, and the program provided considerable assistance to teachers in implementing these ideas within the classroom. A consultant typically taught two or three consecutive workshops so that teachers could acquire an understanding of, and enthusiasm for, and specific skills in this area. Consultants were then scheduled to provide follow-up of this instruction in each teacher's classroom.

Finally, the workshops and follow-up were carefully planned. A monthly calendar was provided, which indicated that workshops themselves were planned far in advance, as was the classroom follow-up. The multi-cultural program was also well-planned and executed. The instructor of the multi-cultural education component was an enthusiastic and sensitive project staff member. She provided a well-structured course that was practical and reflected an important understanding of multi-cultural education. She provided teachers with new skills and contact with resources including the multi-cultural learning resource center at USC, which she directed. She also dealt with teachers' attitudes concerning multi-cultural education and effectively utilized a lunch-time discussion with teachers as a way to draw out teachers' feelings and discussed these in a safe but productive environment. As mentioned above, Dr. Leo Buscaglia is also a tremendous humanistic person whose teaching literally changed the lives of many of the teachers at Anderson. He frequently met with them out of class, both as individuals and in groups, he attended their parties, and expressed concern for them in many ways.

Objective No. 5: To re-establish the role of the principal as the leader of teacher innovation and curriculum development.

The school principal was originally designated as the recipient of assistance concerning re-establishing the role of the principal as the leader of teacher innovation and curriculum development. An additional recipient of help was to be the assistant principal, who also served as the Teacher Corps team leader. The principal attended the national conference at the beginning of the project, but did not attend the two-day retreat held for teachers, aides and project staff at the beginning of the project. The principal soon took an inactive role in project activities. She did not attend Advisory Council meetings, nor did she join in cooperative planning about the project. Occasionally, she attended instruction offered to teachers, but was not able to get directly involved in providing instruction nor in planning its follow-up and utilization within the classroom.

Her role in leading teaching innovation and curriculum development is difficult to establish and was in question during the project. Teachers and the project staff saw her as an independent leader who as often hindered innovation as facilitated it. She was seen as an expert in reading, but not especially strong in developing collaborative planning amongst the school staff nor in involving the community in school decision-making and activities.

The assistant principal/team leader played an important role in managing the logistics/scheduling of project activities on-site. He helped coordinate the community component and helped teachers with their masters' projects. However, he was clearly not a leader in teacher innovation or in curriculum development at the school. His previous responsibilities as assistant principal focused on the role of disciplinarian and equipment/logistics manager.

It is difficult to know how successful the project could have been in involving the school principal. As suggested above, the cooperation of the program's federal coordinator, the superintendent, and school board members could have facilitated collaborative planning and institutionalization of project efforts. However, this would still not have constituted assistance in developing the role of the principal as the leader of teacher innovation and curriculum development. It is clear that the project did not devote much time to planning a Teacher Corps effort which would have re-established the role of the principal or assistant principal as an instructional/innovation leader. The project staff did not appear to have a clear-cut conception of what this leadership ought to entail, nor did it turn to outsiders to help it develop this conception. Moreover, no enthusiastic project staff person took on this objective as a mission. There was no project staff person who "really wanted to see it work."

Objective No. 6: To find more effective means to encourage bilingual/bicultural parents and community volunteers to participate in local school instructional programs.

Objective No. 7: To develop training programs suitable for local school administration which will provide specialized training in classroom assistant skills for parents or community volunteers who wish to work as aides in their school.

Objective No. 8: To build community confidence in the instructional program in support of the multi-cultural child and his learning needs.

The project was able to encourage bilingual/bicultural parents and community volunteers to participate at Anderson School. Parents were trained in an extensive field-based training effort as volunteers for roles

at the school. These roles include assistance in the classroom, assistance at the library/learning center, and assistance in lunchtime programs.

The project was also able to dramatically increase community confidence in the instructional program supporting the multi-cultural child and his learning needs. The program was able to help parents feel that they were welcome at the school and that the school cared for their child and his/her learning needs. However, the project was not especially successful in involving the community in decision-making structures either at the school or in the project, nor did it provide extensive direct contact between parents and teachers.

Several factors explain the considerable success of the project in meeting most of these objectives. The enthusiasm and talent of the community coordinator was manifest in many ways. She worked with interns to establish an adult ESL class and an adult education program. She and the interns were also able to develop credibility with the community and were able to demonstrate considerable concern for multi-cultural children. They also worked hard to establish contact with the community and to implement major cultural events at the school such as the cultural festival held at the end of each school year. The community coordinator did work extensively with the few parents who served on decision-making groups at the school. However, another staff member was responsible for the Teacher Corps School/Community Advisory Council, and a lack of focused energy and attention to this Advisory Council led to its demise. The Advisory Council never developed a clear sense of purpose or leadership structure. In the second year, when a community person was identified as the leader, a personal life crisis prevented this person from playing an extensive leadership role.

Objective No. 9: To field test coursework that has been designed for the proposed bilingual/ cross-cultural credential.

The extent to which this objective was met is somewhat dependent on the meaning of the notion "field test." The notion "field test" seems to have several characteristics:

- That some programs (in this case coursework) had been designed and developed
- That coursework was tried out for the purpose of seeing how it worked and how it could be improved
- That future efforts to utilize this coursework could benefit from the field test

Project efforts to field test the coursework for the bilingual/cross-cultural credential need to be reviewed in light of these characteristics of any field test. The field test was only loosely carried out. Courses that were field-tested – EDTE 588 and 589 – were taught as multi-cultural education courses rather than as bilingual education or TESOL courses. The latter two were not field-tested during the project. The planned bilingual education training program did not get implemented at Anderson School for several reasons. Teachers lacked language skills to facilitate the program, although interns wanted and expected this training for themselves The site administrators did not actively support bilingual education. Moreover, the Teacher Corps project staff person who was to provide leadership in this area was rarely on-site.

The multi-cultural education version of these courses was field-tested, however. The courses were described on Objective No. 1 in this chapter. Teachers rated these courses as being of extremely high quality, and teacher interviews as well as informal classroom observation confirmed that many of these ideas were in fact implemented in

classrooms. It is not clear, however, that other staff who might teach the course at USC have a good idea of what the instructor taught, and how. Utilizing the concept of "field-test" described above, the project was only moderately successful in achieving this objective.

Yet the project was extremely successful in establishing three new state-approved bilingual credentials and/or certificates at USC. Each of the three certificates/credentials/approved programs entailed extensive developmental efforts on the part of USC. A careful program description had to be developed, and the cooperation of a wide variety of professional and community resources obtained. A plan was then submitted to the State Department, which gave its approval only after many months of negotiation — the typical pattern of state approval with most institutions.

A related major accomplishment was the establishment of the Dean's Task Force on Bilingual Education, which the project director, Rudy Suarez chaired. The Task Force facilitated the development of these credentials/approved programs and advised on a number of other matters concerning bilingual/bicultural education. These successes represent a major breakthrough in the institutionalization of Teacher Corps project efforts within the School of Education.

Objective No. 10: To develop or up-date competency-based teacher education modules designed for training/retraining in the following content areas:

- Bilingual/multi-cultural teaching skills
- Diagnostic/prescriptive teaching skills
- Training/management of classroom technicians

Under this objective will be discussed both the achievement of this objective per se and the achievement of the project-identified major thrust, the implementation of competency-based teacher education as a strategy for inservice education. The project had relatively little success in developing or up-dating competency-based teacher education modules designed for training/retraining of inservice teachers. During the first year of the project, an attempt was made to transform instructional lessons into teacher education modules after the lessons had been presented as part of the inservice program. The original lessons were not designed as modules and did not include features of the competency-based teacher education strategy identified by the project, as will be explained below. During the second year an additional attempt was made to write competency-based teacher education modules. Some modules were developed, but they were not utilized as part of the inservice program, nor was there any expectation that the modules would be utilized in future inservice programs or as part of the preservice teacher education efforts at USC. In short, the development of competency-based teacher education modules was not very successful.

The original proposal for the Cycle 10 Teacher Corps project included the following explication of competency-based teacher education as a strategy within the project: (p. 32 of the revised proposal)

a. Required competencies, based on professional role conceptualization, which are developed and specified in performance terms and made public in advance of instruction

b. An instructional program which includes:

   (1) Achievement of specified objectives

   (2) Individualization and personalization of learning by specifying alternative modes of instruction

(3) Achievement demonstrated on basis of explicit pre-determined performance criteria

c. Self-paced, self-directed learning which makes the learned responsible and accountable for achievement of program objectives

d. Opportunity for learner feedback in the redesign of the instructional module

The last feature implies that instructional modules would be a major feature of the competency-based teacher education strategy.

Very few of these competency-based teacher education features became part of the inservice program. Rarely were competencies identified or required which were developed and specified in performance terms and made public in advance of instruction. This happened, in a loose way, only for the intern training. The inservice instructional program did not use specified objectives in the vast majority of cases, and while the program was somewhat individualized, learning modules were not used, nor was achievement demonstrated on the basis of pre-determined performance criteria. Many of the courses did include some self-paced and self-directed learning as part of the instructional program but these efforts were not competency-based. In short, little effort was made to implement a CBTE inservice program and none of the 4 CBTE characteristics defined in the proposal were achieved.

There are several reasons why the project was not especially successful in developing or utilizing teacher education modules or implementing competency-based teacher education as a strategy for inservice education. The project initially identified three of the five National Teacher Corps thrusts as its special focus and settled on competency-based teacher education only at the request of the project monitor. No one within the project had a special commitment to competency-based

teacher education, while at the same time a number of other program features were seen as priorities and, quite naturally, required extensive energy on the part of the staff to implement. The project also saw little hope that competency-based teacher education models, modules or strategies would be utilized by the School of Education. Consequently there was little enthusiasm to develop an instructional program of this type. In addition, one of the major strengths of the project was its humanistic and enthusiastic approach to inservice education; the project staff itself did not seem inclined toward the features of competency-based teacher education identified in the proposal. Finally, the difficulties of implementing inservice education successfully in any setting might make it difficult to use competency-based teacher education approaches. The need for a flexible, developmentally-oriented inservice program which continually involves and inspires the school staff may be antithetical to an authoritarian approach to inservice training based on a conception of competency-based teacher education or even on a rigorous training effort.

Objective No. 11: To develop greater interdisciplinary cooperation in the building of teacher education courses which will make the teacher a more effective mediator of himself/herself and the content material.

This objective focused primarily upon the Teacher-As-Performing-Artist component of the project. The effort was extremely successful in the sense that consultants from a wide variety of performing arts "disciplines" were actively involved in the school. Moreover, the effects of this interdisciplinary collaboration were successful. As described earlier, teachers were decidedly more effective as mediators of their instructional content. It is doubtful, however, that anyone on the Anderson School staff was able to internalize the sophisticated gestalt which conceptually organized the need for these performing arts "disciplines."

The reasons for success in establishing greater interdisciplinary cooperation in the building of teacher education courses are the same as those described above under Objective No. 4, which was to establish an alternative classroom environment which provided children with a more stable emotional and physical learning ambiance. The interdisciplinary cooperation during the project was primarily the result of an enthusiastic, insightful, and energetic project staff person.

A General Pattern of Project Implementation

An interesting pattern emerges as one looks across the program objectives described above. The project was able to successfully implement its objectives when an enthusiastic, insightful individual staff person gave the objective extensive time and attention. From the beginning of the project, it was clear which staff person had special affection for which objective. It was also clear that close to 1/2 of the objectives were not selected as a priority for any staff person, so that a lack of implementation could have been predicted.

Successful implementation was also related to pre-planning in that component of the project, although at times planning was not linear. For example, the community component was successful only after a number of intermediate activities were carried out so that the recruiting and training of parent volunteers became possible.

In contrast, unsuccessful implementation resulted when the opposite conditions occurred. If a group of project staff tried to give an objective only "some" attention while devoting the majority of their efforts to other objectives, the objective was not successfully implemented. Moreover, for a sizeable number of project objectives, a clear developmental plan was never formulated. In addition, the project staff had difficulty in collaborative program planning, so that objectives which were receiving slight attention rarely received additional priority as a result of overall project planning.

The lack of overall project planning is understandable for several reasons. The original proposal was written by several senior project staff who left the project before the beginning of the cycle. The new project staff naturally had less commitment to and understanding of the original proposal ideas. The original proposal was designed for three sites in addition to USC: Ventura County (a rural area), Lawndale and East L.A. College. The sites other than Lawndale were dropped at the beginning of the project at the request of Teacher Corps/Washington.

In addition, project staff were all busy, and communication at times was difficult. Moreover, project staff meetings frequently dwelt on project financial issues such as why several consultants hadn't been paid, etc. The lack of involvement of the principal investigator and role confusion about the project directorship were also detracting factors. Similar to the pattern of success in implementing individual project objectives, a lack of enthusiasm, insight and energy given to overall planning or implementation hindered its success.

The formative evaluation conducted by the internal evaluator was of little help in facilitating overall project planning. The internal evaluator had limited time available to conduct the formative evaluation and found it difficult to closely track all aspects of the project. Several attempts to involve project staff in logging/documenting their own components of the project were also not very successful. It was also difficult to get the project to identify or clarify its objectives.

In the view of the internal evaluator, the most insightful data about a project of this complexity and diversity are data that are also subjective, and therefore in dispute. Similarly, explanations as to "why things aren't working as well as they might be" or "what alternate solutions to issues might be" often involve interpersonal, intra-institutional or inter-institutional sensitivities which the internal evaluator may understand

but felt constrained to reveal. At the same time, the project carried out change efforts amidst difficult circumstances – the staff needed support as much, or more, than it needed an evaluator, even a sympathetic one. With the difficulties in overall project planning described above, the evaluation reports, including concrete suggestions, were rarely actively considered or discussed by the project staff.

The project can be proud, however, of its many accomplishments. The content of the majority of the instructional programs given to teachers, aides and interns was very high. An exciting new learning environment was established in many classrooms at Anderson School, and a complex community program was carried out and institutionalized. In addition, three new bilingual credentials/approved programs were established at USC as a result of the Teacher Corps project, and extensive interdisciplinary cooperation and collaboration was achieved. This includes the establishment of a Dean's Task Force on Bilingual/Bicultural education and the Office of Bilingual Education.

Chapter III
IMPACT ANALYSIS

Retraining Activities for Teachers and Teacher Aides

The extensive retraining activities for teachers and teacher aides were discussed in Chapter II of this report. These activities, included innovative approaches to formal course work, workshops, conferences, special short-term training efforts, in-class-room development assistance and other approaches.

Specialized Training to Work with Children with Hearing and Behavioral Difficulties in the Regular Classroom

Special training was provided to teachers and interns in the area of working with children with learning and behavioral difficulties in the regular classroom. Two entire courses for teachers and interns were devoted to this area of teacher training. One of these courses, taught by Dr. Leo Buscaglia, was judged by teachers to be one of the most effective courses in the entire Teacher Corps program. This course focused on the development and utilization of language for children. Teachers found the course to be an extremely moving humanistic experience which enabled them to re-examine both their own attitudes about children who were different and the need to include these children within regular classrooms. The course had a terrific and positive effect upon teachers. The second course explored developmental disabilities and learning disabilities in children. Both courses suffered from a lack of classroom follow-up of skills and ideas presented in the courses.

A second strong feature of the special training provided teachers in the area of working with children with learning and behavioral difficulties in regular classrooms was the training in Teacher-As-Performing Artist. This training was provided on-site at Anderson School and helped teachers establish a joyful, positive learning environment in the classroom where the performing arts were used as a vehicle for the development of self-expression, creativity, and cultural differences among children. The project also developed a handbook for teachers in the area of mainstreaming. The handbook was developed by Dr. Bert MacLeech of the University of Southern California. While the handbook was not available for use during the project, it is potentially of benefit both to the school of education and the school district.

Teacher training in the area of diagnosis/prescription was to be one of the areas of concentration in the retraining of teachers and the training of teacher interns at Anderson School. For several reasons, this training was not a strong feature of the program. There are several indicators that this training was less than successful. Teachers reported in their end-of-project interview with the local project evaluator that this area of training had not received much emphasis during the project. Six of the teachers commented that little training had been focused in this area, while four other teachers indicated that there had been at least some training emphasis here. Only one teacher observed that general information was provided in this area and that the available training helped open up ideas on how to apply mainstreaming. Another felt that inservice for mainstreaming as related to bilingual children had been somewhat effective.

Another indicator that more training is needed comes from the school evaluation conducted by the California State Department of Education as part of the early childhood program. Of the five

recommendations made in that report, the first two focused on the need for ". . . greater individualization of instruction through a closer correlation between a child's diagnosed needs and the prescribed activities" and "expand prescription to include children's interests and learning styles and to include more opportunities for child-initiated projects and self-directed activities at all stages of development." In all fairness to the project, the school severely limited the project's opportunities to provide training and program development in this area.

Another perspective on the training provided teachers in working with children with learning and behavioral difficulties in the regular classroom is the perspective emphasizing "lost opportunities" — what could have been provided but wasn't. On the schoolground of Anderson School immediately adjacent to the school buildings is a Los Angeles County Special School for children with serious physical and learning handicaps. Teachers at Anderson School have virtually no contact with this special school program and the staff of that school. The project staff could have utilized the staff of the special school in the training of Anderson teachers or used the special school site as a location for demonstration of teaching skills. It also could have worked to include children from the special school in special events at Anderson School. This practive of the concept of mainstreaming would have been an important complement to the university and school based training given Anderson teachers.

<u>The Extent to Which the University Faculty Were Aware and Participated in the Teacher Corps Project</u>

Based on interviews with the faculty in the Department of Teacher Education and in the School of Education, it is clear that the faculty in the department had a general understanding of the purposes and activities of the project. Faculty members outside the department had less

information about the overall project. All the faculty members interviewed had a real respect for the project. Several faculty who were involved with the project disagreed with the overall goals of bilingual education but respected the activities of the project staff.

Outside the School of Education, eleven faculty members were involved with the project either by providing instruction to teachers or interns or by serving on the Bilingual Education Task Force initiated by the project. A special questionnaire was sent to these faculty members to determine the extent of their involvement with the project, the level of information they had about the project, and the changes in their professional thinking or activities which might have resulted from the project.

In response to the question, "How would you rate the level of information you have about the goals and activities of the Teacher Corps project?", the 11 faculty responded as follows:

Statement	Number of Participants
• I am highly informed about the project	2
• I am moderately informed about the project	3
• I am marginally informed about the project	4
• I don't have any information about the project	0

Those faculty members that were more highly involved with the project reported a correspondingly higher level of information about the project.

Institutional Status of the Project Staff

Three members of the project staff hold professorial appointments in the department. These people are Donald Wilson, Rudy Suarez, and David Marsh. However, David Marsh in on a soft-money appointment contingent in part on the availability of soft-money projects to support his salary. The other project staff hold tenuous soft-money appointments limited to the duration of the Twelfth Cycle project. These are Ed Tevlin, Goldie Bemel, and Diane Battung.

Impact of the Project upon University Personnel and Programs

The project has had several important kinds of impact upon university professors and programs. The project influenced instructors involved with the program. One professor, Dr. Leo Buscaglia, was very enthusiastic about the impact he had had upon the program and, in turn, about the very positive effect the program had had upon him. He reported that he gave teachers a body of knowledge, a sense of self. He felt he "helped transform uptight, experienced teachers into warm, caring teachers." He reported that this shift was, "absolutely the most dramtic change I've ever seen students experience in one of my classes." In turn, he felt that the teachers had taught him a lot by saying, "They helped me realize the plight of teachers and the difficulties of taking coursework after the long school day." The program also helped him think about how to use humanistic approaches in helping public school teachers work more effectively with children.

Other instructors were less affected by the program. One reported that the program had "not brought about much change in me." Two others felt that the program had not really influenced their professional ideas or work. While it is difficult to separate cause and effect, it is clear that the instructors who became most actively involved in the program were also those that were most influenced by it.

The project also had considerable influence on the bilingual education staff at USC. Through the Dean's Task Force on Bilingual Education, the project influenced staff across the university who were especially concerned with bilingual education. These are the same faculty from outside the School of Education who responded to the evaluation questionnaire described earlier in this report. The project director was able to identify ways that the project had influenced each of the Task Force members. The Task Force members themselves confirmed many of these conceptions. Several Task Force members described changes in their own professional thinking, attitudes, and programs as follows:

- That an interdisciplinary approach is essential.
- On the basis of my contact with the Lawndale teachers during the first summer and at a few events since then, I am persuaded that more direct effort should be given to bi-cultural or multi-cultural education. The strong emphasis on language training is not enough and finally may not be as important for teachers, particularly non-Chicano, (Mexican origin) teachers, to gain the awareness and insights as well as sensitivity they need to communicate with most students of Hispanic background with whom they will be dealing.
- Contact with the Teacher Corps project served to reinforce ideas which I previously held. I strongly believe in the goals, objectives, and value of Teacher Corps.

One-third of the Task Force members polled, however, felt there had been no program influence upon their professional programs or ideas.

The project also brought about substantial institutional change in the bilingual program at USC. The following is a list of programs or administrative changes for which the Teacher Corps project can take a large share of the credit:

1. The establishment of an Office of Bilingual Education with the School of Education. Mr. Rudy Suarez, Director of the Teacher Corps project, is the Director of this office. Mr. Suarez has also been appointed to the State of California Textbook Commission because of his special knowledge and interest in curriculum materials for bilingual children.

2. The establishment of inservice teacher education programs with four school districts in Southern California. These contractual relationships with USC utilize the Teacher Corps inservice model developed by the Cycle X Teacher Corps project.

3. The establishment of an Emergency Bilingual Credential Program with the Los Angeles Unified School District. This special preservice teacher education program recruits and trains bilingual teachers to meet the urgent needs of the Los Angeles Unified School District. The project is now in its second year of operation.

4. The hiring of three USC bilingual staff members who work in the bilingual teacher education program. The growth of the bilingual teacher education program has led to the hiring of two clinical faculty members who work with the Emergency Bilingual Credential program in Los Angeles. In addition, it has led to the joint appointment of Dr. Carmen Sadek in the Department of Teacher Education.

5. The development, and state approval, of bilingual teacher education credentials. USC has been able to gain state approval for three bilingual teacher education credentials. The first is a bilingual/cross-cultural specialist credential for credential teachers. This credential signifies advanced training which qualifies the teacher for leadership roles in bilingual education within a school district. The second is a bilingual certification of competence for credentialed classroom teachers. This certificate indicates that the teacher has language and cultural competence so that he/she is capable of teaching bilingual children within classrooms. The last is a preservice teacher education standard credential with a bilingual emphasis.

6. The approval on a temporary basis of a supplemental doctoral field in bilingual education. This important advance in the recognition of bilingual education on the part of the USC School of Education faculty is linked to the development of a major Title VII proposal which would fund a doctoral fellowship program.

This is a major level of institutional change brought about by the project. Later in this report, these changes are referred, collectively to as the Office of Bilingual Education.

Other attempts at institutional change have been less effective. A Multi-Cultural Learning Resource Center was developed as part of the project but currently receives only moderate utilization. Attempts to improve inservice and preservice teacher education concerning mainstreaming were also not especially effective, although the teacher education for mainstreaming handbook is the basis for a 2 hour inservice workshop being coordinated through a USC organization by Goldie Bemel.

The university sees the Teacher Corps model as viable and one that can be applied to other inservice teacher education programs. As discussed above, this model has been applied in other existing inservice programs which already have developed considerable momentum and success. Four features of the Teacher Corps model were identified by the evaluator as especially important. First, the emphasis on multicultural education, language training, and sensitivity to the minority child. These have been an important focus for the content of the training. Secondly, utilization of after-school, outside courses and more flexible workshops as well as classroom follow-up of this training has remained viable. Thirdly, the balance between teacher-identified individual needs which are handled through the more flexible workshop format and the more focused training of the courses had continued to be successful. Finally, the focus on staff training at the school site and working with as many staff as possible continues to be successful.

THE SCHOOL DISTRICT

Enhancement of Educational Opportunities for Children

It is impossible to quantitatively measure enhancement of educational opportunities for children at any one Teacher Corps project because of the

compounding of "treatments" operating in the school setting and the lack of controls in the research design. However, less formal approaches to measurement show that the Teacher Corps project did enhance the educational opportunities for children at Anderson School. The children were able to use the performing arts as a medium of expression across many curriculum content areas. Their skills in drama, music, dance, and visual arts increased greatly during the project. In addition, their sense of self-expression and self-discipline also increased.

The improvement of the alternative learning environment within the school helped children in their self-concept and confidence. This was especially true for minority children who typically were made to feel alienated within the school setting and ashamed of their own cultural background. All children benefit from the multi-cultural education approach utilized by the project. They not only learned new information about other cultures; but also, they came to have greater respect both for other cultures and their own.

The project had only an indirect effect on the reading, math and science programs at the school. This was not a major focus of the original Teacher Corps design, nor did the school leadership permit the project to become involved in these content areas.

Aspects of the Retraining of Experienced Teachers and Aides

The project's efforts to provide innovative retraining for teachers and teacher aides was described in Chapter II of this report. The project concentrated on providing retraining in four content areas: multi-cultural education, diagnostic/prescriptive techniques, better utilization of human resources in the classroom, and teacher as performing artist.

Teachers were very enthusiastic about the training they had received in multi-cultural education and reported that it had had sizeable impact upon their attitudes and actions in the classroom. Teachers agreed with the observation that multi-cultural education made them more open and aware as well as more able to tell about their own culture and feel pride in it. Many teachers reported that they were unaware of their own prejudices in this area and that they were now more aware of these prejudices and more sensitive to the needs of ethnic minority children. They also saw multi-cultural education as the key to the future in the Southern California area. Teachers also reported that they got to know each other better through their multi-cultural education experiences.

It is likely that some of the impact of the multi-cultural education training will continue over the next year. The Library/Learning Center at the school houses resource materials developed by teachers in this area, and the Library/Learning Center itself symbolizes the importance of multi-cultural education. Several teachers now reported that they were ready to offer workshops to other teachers at the school. Moreover, the school plan reflects a greater emphasis in multi-cultural education including plans for a large multi-cultural festival to be held at the end of next year.

The impact of training in diagnosis/prescription was not as strong. Most teachers could not think of any Teacher Corps effort that was designed to improve their skills in this area. In fact, project efforts in this area had low visibility as explained in Chapter II. Most teachers reported that they had learned very little about diagnosis/prescription, although several mentioned that as this concept applied to bilingual children, they had gained some skill. No teacher saw it as a major emphasis of the project, and no teacher reported that training in this area had made a significant impact on his/her attitudes or performance in the classroom.

Teachers held a similar opinion of the training given in the better utilization of human resources within the classroom. Most teachers felt that the concept of learning families had been a good idea but had not been implemented. Most agreed with one teacher who said, "The project didn't give us techniques for working with parents or aides. This would have been a good area to emphasize." Teachers did report, however, a greater willingness to share ideas and materials with other teachers on an informal basis. Some teachers felt that this informal sharing would continue after the Teacher Corps project left, while other teachers were not certain that it would continue.

Teachers were very impressed with the training given in the area of Teacher-As-Performing-Artist. Most teachers interviewed could list at least six examples of how this training had been utilized in their classrooms. Many teachers also provided vivid, extensive examples of how the training had created a more positive learning environment for the children. Several teachers indicated a willingness to offer continuing workshops in this area for other teachers at the school. Several teachers took special workshops in the summer following the Teacher Corps project to acquire additional skills so that they could become resource teachers at the school. In addition, the Library/Learning Center houses a number of instructional materials related to performing arts. It isn't clear, however, how frequently these materials will be utilized, given their low rate of utilization during the second year of the project.

Integration of Inservice and Preservice Training

The preservice and in-service training efforts were extensively integrated. Interns and experienced teachers received virtually all of their coursework on site. Interns and experienced teachers took many of these courses together. They also experienced many of the Teacher As-Performing-Artist workshops together.

Teachers and interns worked together to help build the several bilingual classrooms at the school during the second year of the project. Interns as well as regular teachers assumed the typical teacher's duties such as yard duty. The project made efforts to help interns be seen as members of the regular school staff and family. However, these efforts were not always successful. Many teachers saw the interns as teaching aides to the first year of the project, and the principal remained skeptical of the skills and abilities of the interns throughout the whole project.

The interns assumed leadership in several important areas of the school. They serviced as models for teachers concerning effective ways to work with minority children. Their work with the community also impressed teachers and motivated them to seek greater contact with parents.

Many of the cooperating teachers felt that there was little communication with the project staff about the in-classroom clinical experiences for interns. There were very few meetings between teachers and project staff regarding the interns' teaching roles and experiences within the classroom. There was little supervision given either by teachers or project staff to interns concerning their classroom teaching. Interns felt more supervision would definitely have been helpful. Moreover, demonstration of teacher competence was not required of interns nor of experienced teachers, even though this was the identified major thrust of this Teacher Corps project.

The experience of this Teacher Corps project raises some questions about the desirability of a close integration of preservice and inservice training. On the one hand, the close integration was desirable for several rreasons. Interns learned extensively from teachers at the school and in turn were able to provide leadership and motivation concerning efforts to

reach minority children, to develop bilingual programs at the school, and to develop closer school/community relations.

On the other hand, the close integration of preservice and inservice efforts within the project made it much more difficult for the project to have institutional impact on the regular preservice teacher education programs at the university. The extensive attention given inservice training by the project staff also made it difficult to develop a quality/ intensive program of preservice training for the interns. In addition, it is not clear that interns were able to act as change agents within the school setting, nor is this especially expected within current Teacher Corps projects. Since the number of school settings desiring inservice teacher education programs far exceeds the number of preservice teachers available for highly integrated preservice/inservice programs, it isn't clear how future Teacher Corps projects can develop generalizable inservice training models while also carrying out highly integrated preservice/inservice programs.

Permanent Changes at the School Resulting from the Teacher Corps Project

As discussed above, it is likely that several changes will persist in the school setting. Teachers will continue to carry out new approaches to multi-cultural education and the performing arts. These activities in turn will create a more positive alternative classroom environment conducive to the learning of all children, especially from minority groups. It is also likely that the yearly multi-cultural festival will continue.

In addition, the project helped establish six bilingual classrooms at the school, although these classrooms needed considerable development before they could be called adequate bilingual programs. It isn't clear whether this needed additional support will be forthcoming in the next year or two. The project did establish a Library/Learning Center at the

school where no library previously existed. The project helped train parent volunteers to staff the Library/Learning Center. The project also placed in the Learning Center resource materials concerning multicultural education and the performing arts. The program design for the Library/Learning Center was included in the school plan prepared for the current school year. This helps to insure the continuity of the program.

It is likely that the community programs established within the project will continue at the school. These includes aides to assist with lunchtime recreational activities and in the library as well as in classrooms. The adult ESL program established by the project will be continued through a local community adult school. The project was also able to help parents feel welcome at the school site. The continuance of these community-oriented programs seems highly contingent on the continued employment of the community coordinator, Mrs. Dolores LaRue, who did a magnificent role in this job during the project. Since Mrs. LaRue will be continuing her own education this fall and consequently will be able to work only part-time at the school site, it is not clear how many of these programs can be continued.

It is not clear that training in the area of diagnostic/prescriptive techniques nor in the better utilization of human resources in the class will be evidenced in the following year at the school site. The same could be said for any training or activities tending to develop the role of the principal or assistant principal as a leader in teacher innovations and curriculum development. While the project was not able to establish a portal school/teacher center as a structure for supporting training experiences to other teachers within the district, it is likely that informal sharing among teachers and some teacher workshops for teachers at Anderson School will be continued this next year. For several reasons, the learning family concept was not fully developed during the project and as a formal structure would not be continued this next year at the school.

One teacher who was very active in the Teacher Corps program is now the math resource teacher at the school. Another teacher has become an ESL teacher at another school in the district. In these roles, they are helping to disseminate ideas developed by Teacher Corps at Anderson School.

Attitudes Toward the Teacher Corps Project

The leadership in the central office of the Lawndale School District was quite supportive and enthusiastic about the Teacher Corps project. Several board members, the superintendent, and the federal project's coordinator attended several important functions of the project. They also were readily available to project staff as were needed. For example, they were helpful in resolving logistical problems for the project such as the need to secure payment for the interns or in arranging a field trip.

While the central office was supportive of the project activities, there is little evidence that they saw the project as a vehicle for institutional change within the district. Neither the project staff nor the central office leadership initiated many efforts to plan institutional change, and this change, in fact, was forthcoming only in indirect ways.

The principal was not highly involved in the project throughout the two years, nor did she attend Teacher Corps School/Advisory Council meetings during the project. While she did support and attend some Teacher Corps project functions, she was as careful to delineate areas where the project was not to intrude within the school as to indicate support for Teacher Corps efforts. The project staff saw her lack of support as one of the major roadblocks to the greater institutionalization of program efforts at the school.

The principal reported she had a favorable attitude about the Teacher Corps project. She felt that inservice training that the Teacher Corps provided was excellent and that the fact that it was open to all staff on the grounds made it even more effective. She felt the project helped her teachers become more effective and that she was glad to have Teacher Corps at the school.

Teacher attitudes about the project were measured in several ways. First, a paper-and-pencil attitude scale was used to assess teachers' perceptions of the Teacher Corps process and project impact at various points over the two years of the project. Teachers indicated the extent to which they agreed or disagreed to the following four project process items:

1. I know the goals of the Teacher Corps project.
2. I am happy that Teacher Corps is at Anderson School.
3. Teacher Corps is taking up too much of my time.
4. Teacher Corps is creating conflicts and tensions.

Teachers were also asked to respond to the following three project impact items:

1. Teacher Corps is helping me improve my work at this school.
2. Teacher Corps is bringing about important changes at this school.
3. Teacher Corps is bringing this school and the community closer together.

A five-point Likert Scale was used for each item.

These data were collected from teachers at seven points over the two-year project. Teachers reported that throughout the project they knew the goals of the Teacher Corps project. Several research studies

have shown that the extent to which the project goals are known and agreed upon by project participants is critical to the success of the project. At six out of the seven data collection times, all teachers agreed with the statement that they were happy that Teacher Corps was at Anderson School. Only in the fall of the second year, when teachers were feeling overwhelmed by the project, was there any minor disagreement with this statement. While most teachers felt that the project took up a lot of time, very few indicated that the project was taking up too much of their time. This was true throughout the life of the project. Finally, teachers were divided in their opinion as to whether Teacher Corps was creating conflicts and tensions at the school. The project was not seen as a troublemaker, however, because there was lack of strong agreement with this item at any point over the two years. It would be natural for a change-oriented project to create some tension at the school. This is often a necessary ingredient in bringing about institutional change.

Teachers consistently agreed with the thought that "Teacher Corps is helping me improve my work at this school." There was agreement with this item throughout the life of the project. Teachers were less positive (more neutral) about the impact which the project was having in terms of bringing about important changes at the school. There was, however, a trend toward increased belief that Teacher Corps was bringing about important changes as the project progressed throughout the two years. Finally, teachers were impressed with the way Teacher Corps was bringing the school and the community closer together. Teachers strongly agreed with the item that "Teacher Corps is bringing this school and the community closer together" throughout the two years of the project.

Interviews with teachers throughout the two years of the project added additional insight to the attitude scale information provided above. Teachers participating in the project tended to see the project as somewhat worthwhile and also tended to believe in the importance of multi-cultural education. Many teachers in the project, however, reported that other teachers at the school did not value the Teacher Corps project and also did not value multi-cultural education. These other teachers felt that since English was the prime language used in this society, it ought to be the only language of instruction utilized in the schools once the child has learned English. The project was able to "soften" this opposition feeling over the two years of the project. Near the end of the project there was considerably more enthusiasm for Teacher Corps across the teaching staff at the school.

It is clear that Teacher Corps had changed teacher and pupil attitudes toward school and toward each other. The extent of informal sharing of ideas and materials between teachers has already been discussed, as has their enthusiastic response to the courses taught by Dr. Leo Buscaglia. The multi-cultural and the teacher as performing artist training efforts made major headway in bringing teachers and pupils into a warmer learning environment where the pupils seemed to enjoy school more and enjoy contact with teachers.

Intern Employment

The four interns who began the Cycle X project all completed the program. Each of the four interns was a Mexican-American who was bilingual and had already demonstrated special concerns and competencies in working with bilingual/multi-cultural children. At the end of the program, each earned a master's degree from the University of Southern California and a teaching credential from the State of California. All have accepted teaching positions in other school districts in the Los Angeles area.

The team leader, Mr. Nelson Allen, currently serves as the assistant principal at Rogers Junior High School, which is adjacent to the Anderson Elementary School campus.

THE COMMUNITY

Accomplishments

The Teacher Corps project had many accomplishments with the community. The community coordinator and the interns established a tutoring program for bilingual children at the school. They also took minority children on special enrichment field trips. At the same time, interns and the community coordinator worked to establish adult ESL classes. During the second year of the project additional instructors were utilized because the class had grown to approximately fifty adults meeting twice each week. The classes were organized through a local community adult school, and it is very likely that these classes will be continued after Teacher Corps is over at Anderson School. In addition, adult education classes were set up in other fields based on identified adult interests and needs.

The community component also made major efforts at helping parents feel welcomed at Anderson School. This was especially true for minority parents. Some parents were also recruited and trained as parent volunteers. The volunteers worked as bilingual aides in the six bilingual classes and as aides in the library or on the lunchtime playground program. Finally, the community component was able to develop a lunchtime recreation program which offered a variety of recreational activities for the children. The program helped to develop cooperative play arrangements amongst the children and greatly expanded the variety of recreation offered. The lunchtime program will be continued as will the use of parent volunteers for the lunchtime program, as bilingual aides, and as aides in the library.

School-Community Council

The school community council was never very effective throughout the life of the Teacher Corps project. During the first year of the project, two approaches were taken to implement the school community council. First, the community coordinator worked with the Title I SAC committee at the school. In addition, a Teacher Corps Advisory Council was established consisting of teachers, aides, the team leader, the community coordinator, project staff and the project director. The Teacher Corps Advisory Council during the first year provided some feedback to the project about the Teacher Corps activities on site. It also played a minor role in project planning. During the second year, a parent was added to the Teacher Corps Advisory Council and was elected chairman. Soon afterward, the parent suffered a family tragedy which prevented her from continuing on the Teacher Corps advisory council. For several reasons, the Advisory Council ceased to function by mid-year of the second year.

Community Expectations

The expectations of the community were met by the Teacher Corps project. Community members reported their needs were being met by the adult ESL class and the other adult education programs. They also appreciated the project efforts to make them more welcome in the school setting. In short, a closer relationship was established between the community and the school. However, the community did not especially feel close to the teachers at the school, nor did the teachers feel that they had developed direct contacts with the community. In addition, Teacher Corps project was not effective in bringing the community, the school, and the university closer together. Other than contacts with several Teacher Corps project staff on site, the community did not work with the university, either in cooperative planning or program implementation.

There are several ways that the community-based phase of the Teacher Corps project might have been improved. It would have been helpful to have closer ties between teachers and community persons in planning and implementing parts of the inservice teacher education program. This group could have also worked closely together in planning more general school improvements at Anderson School. It also would have been helpful to have implemented a more formal collaborative planning/governance structure for the Teacher Corps project which would have included community, school, school district, and university persons.

TEACHER CORPS AS DEMONSTRATION

The demonstration within the Cycle X Teacher Corps project could be described in terms of several important research and philosophical bases. First it was based on a philosophy of bilingual/multi-cultural education. This approach is a comprehensive approach which includes in its inservice training: language training for teachers, a curriculum conception and materials which teachers can then utilize, multi-cultural experiences for teachers such as the interculture festivals held at the school, and finally a self-growth component emphasizing humanistic experiences and respect for all persons, such as the course taught by Dr. Leo Buscaglia.

The demonstration was also based on a sophisticated notion of the Teacher-As-Performing-Artist as implemented in the project. This conception emphasizes the importance of an alternative learning experience similar to the concept of school climate, which will be utilized in future Teacher Corps projects. This approach emphasizes self-expression and self-confidence for children as they learn to use drama, music, visual arts, and dance as a medium for studying various curriculum content areas and expressing themselves. Finally, the project had a philosophical

base for its demonstration strategies. Because of the critical importance of bilingual/multi-cultural education in Southern California at this time, the major demonstration emphasis was placed on disseminating information on programs within the region and in institutionalizing new programs at the University of Southern California.

Chapter IV

PERSPECTIVES ON INSTITUTIONALIZATION OF PROJECT INNOVATIONS WITHIN THE UNIVERSITY

This final chapter of the report will examine why some of the projects' efforts at institutionalization within USC were successful while other efforts were not. The discussion in this chapter will obviously be somewhat speculative, but it is done with the hope that the discussion can shed light on how projects, in general, can increase their effectiveness regarding institutionalization within universities.

The Cycle X Teacher Corps project developed or helped to develop a number of innovations which, to varying degrees, were institutionalized at USC. Since the institutionalization process is still in motion, this report is in a sense an interim report. Yet some important trends regarding institutionalization are already evident. To examine these trends, the internal evaluator has selected five innovations for further analysis. The content of these innovations has already been discussed earlier in the report. The innovations are:

- The Office of Bilingual Education
- The Multi-cultural Learning Resource Center
- The competency-based teacher education modules
- Teacher training in the area of Teacher-As-Performing Artist
- The Diagnostic/Prescriptive Handbook

These innovations represent the major efforts at institutionalization carried out by the project. To this list could have been added the general

inservice education model developed by the project, but since this model highly overlaps with the Office of Bilingual Education, it was easier to handle the inservice education model as an aspect of the office. This categorization is not entirely fair to the inservice educational model because the model has been used in discussing and tentative planning of other inservice programs. However, to date, the major institutionalization of the model has been within the Office of Bilingual Education.

These innovations have been institutionalized at USC to varying degrees. The internal evaluator for the project has rated the extent to which each innovation has been institutionalized. This rating was done on a scale of 1 to 5, where the scale has the following anchors:

5 – Extensive Institutionalization

Ownership:	A department (or several departments jointly) indicate ownership of the program and are actively supporting it.
Approval:	Courses/programs (as required) have been developed and completely approved by the School of Education and the University.
Funding:	At least some hard money supports the innovation. Soft money supporting the innovation is external to Teacher Corps funds. All funds exceed costs, and are likely to continue for at least three years.
Program Operation:	The innovation is part of a sizeable operational effort and is likely to continue for at least three years.
Staffing:	There is a stable staff who know the innovation and are likely to stay involved and committed for several years.

1 — No Institutionalization

Ownership: No department indicates an active interest in the innovation or shows an inclination to keep it going.

Approval: No courses/programs currently include the innovation and no concrete plans for such inclusion exist.

Funding: No hard money supports the innovation. No soft money, or essentially only Teacher Corps money supports the innovation. No concrete plans for funds exist.

Program Operation: The innovation currently is not being used, or used only within the Teacher Corps project. No concrete plans for its use exist.

Staffing: No staff (or staff not paid by the Teacher Corps project) operate the innovation or are part of concrete plans for its operation.

Utilizing this scale, the internal evaluator rated the extent to which each innovation had been institutionalized at USC. The results of this rating are as follows:

- Office of Bilingual Education — 5 (extensive institutionalization)
- Multi-cultural Learning Resource Center — 3 (moderate institutionalization)
- Competency-based teacher education modules — 1 (no institutionalization)
- Teacher training related to the performing arts — 2 (limited institutionalization)
- Diagnostic/Prescriptive Handbook — 2 (limited institutionalization

In short, the project was able to institutionalize a number of innovations at USC but at varying levels of success.

Through interviews with project staff, USC faculty, and administrators, as well as through observation, the internal evaluator has identified a number of factors which are important in explaining the varying degrees of institutionalization experienced by the project. These are factors which would help explain why there was extensive institutionalization of the Office of Bilingual Education, no institutionalization of the competency-based teacher education modules, with the level of institutionalization of the other innovations falling in-between.

These factors have been organized within four clusters, as follows:

- Teacher Corps project characteristics
- Institutionalizer characteristics
- Characteristics of the innovation itself
- Characteristics of the institution (USC)

Within each cluster, a number of specific factors were identified. These factors are presented in Figure 1. Each factor has a five-point scale, which is also explained in Figure 1.

Table 1 relates each of the five innovations described above to each of the institutionalization factors described in Figure 1. Each of the five innovations were analyzed first in terms of the extent to which the Teacher Corps Cycle X proposal included the innovation as a specific aspect of the project. This factor helps us understand the formal intentions of the project at the beginning of the cycle: Did the project originally intend to carry out this innovation? Were resources and staff energy focused on carrying out this innovation? Only two of the five innovations – the competency-based teacher education modules and the performing arts training – were specifically included as aspects of the Cycle X proposal.

Factor	Scale	
	5	1
Project Characteristics		
1. The extent that the proposal includes the "innovation" as an aspect of project	The innovation is an explicit goal for the project	The innovation is not mentioned nor implied in the proposal
2. Proposal emphasizes institutionalization of the "innovation" as goal	Institutionalization of the innovation is an explicit goal for the project	Institutionalization not mentioned nor implied in the proposal
3. Innovation is highly interconnected with other project activities (in practice)	Innovation is highly interconnected with other project activities	Innovation not connected to other project activities
Institutionalizer Characteristics		
1. The institutionalizer is highly affiliated with the project	The key institutionalizer is a member of the core project staff	The key institutionalizer was not affiliated with the project
2. The institutionalizer is a member of the regular USC faculty	The key institutionalizer is a tenured USC faculty member	The key institutionalizer is a soft-money project person not on the tenure track
3. The amount of project staff time given to implementing the innovation within the project	Extensive staff time was given to implementing the innovation within the project	Very little staff time was given to implementing the innovation within the project
4. The amount of project staff time given to institutionalizing the innovation	Extensive staff time was given to institutionalizing the innovation at USC	Very little staff time was given to institutionalizing the innovation at USC

Figure 1

An explanation of the Factors Influencing Institutionalization of Teacher Corps Efforts At USC

Factor	Scale	
	5	1 (3)
Characteristics of the Innovation		
1. The "innovation" is an adaption of innovation developed/created outside the local setting	The innovation came from outside with no local revision	The innovation was entirely "home grown"
2. The "innovation" is a tangible product or program (degree of transportability)	The innovation is a tangible product with easy transportability	The innovation is an amorphous entity with awkward transportability
Characteristic of the Institution		
1. The institutional leadership wants to institutionalize the innovation	Leadership provided funds, extensive support, and expressed strong interest in the innovation	Leadership did not provide funding; no expression of interest in innovation (or negative interest)
2. Colleagues value and want to institutionalize the innovation	Colleagues highly valued or wanted innovation	Colleagues were neutral or opposed innovation
3. The innovation doesn't violate the turn of colleagues	No intursion in existing faculty's turf	Extensive intrusion on existing faculty's turf
4. The innovation has the promise of generating significant levels of revenue	Innovation more than pays for itself when utilized by institution	Innovation can't pay for its utilization by institution
5. The innovation is easily translated into the administrative building blocks of the institution (courses, programs, credentials departments)	Innovation explicitly framed in terms of USC courses, program requirements or credentials	Innovation very difficult to translate into USC courses, program requirements or credentials

Figure 1

An explanation of the Factors Influencing Institutionalization of Teacher Corps Efforts At USC

Table 1
Factors Influencing Institutionalization at USC

	Office Of Bilingual Education	Multi-Cultural Learning Resource Center	CBTE Modules	Performing Arts Training	Diagnostic Prescription Handbook
Project Characteristics					
1. The extent that the proposal includes the "innovation" as an aspect of project	3	2	5	5	2
2. Proposal emphasizes institutionalization of the "innovation" as goal	3	1-2	3	2	1
3. Innovation is highly interconnected with other project activities (in practice)	1	4	1	5	1
Institutionalizer Characteristics					
1. The institutionalizer is highly affiliated with the project	5	5	5	5	3
2. The institutionalizer is a member of the regular USC faculty	4	2	2	2	3
3. The amount of project staff time given to implementing the innovation within the project	3	5	2	5	1
4. The amount of project staff time given to institutionalizing the innovation	5	3	1	2	1
Characteristics of the Innovation					
1. The "innovation" is an adaption of innovation developed/created outside the local setting	2	2	2	2	2
2. The "innovation" is a tangible product or program (degree of transportability)	2	3	2	3	5
Characteristic of the Institution					
1. The institutional leadership wants to institutionalize the innovation	5	2-3	1	2	1-2
2. Colleagues value and want to institutionalize the innovation	4	3	1	2	2
3. The innovation doesn't violate the turf of colleagues	4	4	2	2	2
4. The innovation has the promise of generating significant levels of revenue	5	3	1	2	2
5. The innovation is easily translated into the administrative building blocks of the institution (courses, programs, credentials departments)	4	2	2	2	2

The Office of Bilingual Education was not explicitly included in the proposal but could be inferred from the project's explicit intention to develop bilingual/multi-cultural inservice education, and to field test courses for the bilingual education credential. The Office of Bilingual Education evolved as something quite beyond the conception given in the proposal, however. Three new bilingual credentials themselves were secured, a professional staff for the bilingual education office was hired, other inservice teacher education programs were developed and instituted, and a doctoral program with a supplemental field in bilingual teacher education was proposed and approved by the School of Education.

The Multi-cultural Learning Resource Center was not included in the proposal but was in the minds of the project staff from the beginning of the project. The Diagnostic/Prescriptive Handbook could be inferred from the project's intent to develop training modules and inservice teacher education in the area of diagnosis/prescription. However, a handbook was not described, nor was there mention of the desire to transport the training beyond the local site. Finally, the handbook was not in the minds of the staff at the beginning of the project.

The fact that only two of the five innovations were specifically mentioned in the proposal could mean several things. First, it could mean that the project discovered new opportunities for developing and institutionalizing innovations as the project transpired. It could also mean that the project did relatively poor program planning at the beginning of the cycle. Either explanation suggests the need for technical assistance to help projects clarify and develop their project goals over the life of the project. It also suggests some dilemmas for Teacher Corps/Washington in holding projects accountable for their original proposals. It suggests the need for periodic negotiations between Teacher Corps/Washington and the local projects as to the local projects' accountability for developing innovations.

The five innovations were also examined in terms of the extent to which the original Teacher Corps proposal for Cycle X emphasized institutionalization of each innovation as an explicit goal. There were no explicit goals for institutionalization of any of the five innovations examined. This suggests the need in the original proposal to define not only goals for the Teacher Corps program operation during the life of the cycle, but also goals for institutionalization per se. It also suggests the need for Teacher Corps/Washington to require projects to develop an institutionalization plan for innovations identified at the beginning or during the project. This plan might be a part of the original proposal and/or be required at specific times over the life of the project.

The five innovations were examined in terms of the extent to which each was highly inter-connected with other project activities. Innovations were rated in terms of their interconnectedness with other activities according to what actually transpired during the project rather than what was originally designed in the proposal. Notice that the Office of Bilingual Education, which had the highest level of institutionalization of the innovations examined, operated quite independently of other program activities. The project director had little involvement in the bilingual or multi-cultural education inservice training given at the school site and other staff hired by the Office of Bilingual Education had virtually no involvement with the Teacher Corps project. The implications of the situation illustrated by the Office of Bilingual Education, where an innovation supported and facilitated by the project could have a high level of institutionalization while also being only marginally connected with other project activities will be examined in the discussion below.

Institutionalizer Characteristics. The five innovations were also examined in terms of characteristics of the person most instrumental in attempting to institutionalize the innovation. The prime mover in the

attempts to institutionalize four out of five of the innovations was an individual Teacher Corps project staff person. The Diagnostic/Prescriptive Handbook was developed by an emeritus professor of the Department of Special Education. Efforts to institutionalize and utilize this handbook have been handled jointly by one of the project staff members, Goldie Bemel, and by the developer of the handbook, Dr. Bert MacLeech.

The fact that the prime institutionalizer was a member of the core project staff could be viewed in two lights. First, it could be argued that the project was unsuccessful in getting regular members of the USC faculty to pick up and utilize innovations developed or facilitated by the project. This suggests a notion about institutionalization where some individuals (like the project staff) provide the impetus for developing the original innovation, and that others (the regular faculty) then pick up and utilize this innovation. It also means that regular USC faculty were not highly involved in developing the innovations as part of the original project. In any case, regular USC faculty were not involved in trying to institutionalize these innovations. This suggests a lack of concrete collaborative planning between the Teacher Corps project and the USC faculty, as well as a lack of planning about institutionalization, as described above.

A second way to view the fact that Teacher Corps project staff were prime institutionalizers of innovations developed by the project is to argue that innovations are not easily transferred to other people. This notion of institutionalization would emphasize the idea that the institutionalization takes place when the developer of the innovations then carries through with the institutionalization of that innovation himself/herself. This notion of institutionalization would hold that the "transfer idea" described above doesn't work.

These views about the institutionalizer of the innovations raise several important implications for Teacher Corps. The first is how to involve the regular School of Education faculty both in the operation of the program and especially in institutionalizing the innovation. The two views about institutionalization described above have quite different implications for the ways that faculty ought to be involved and the timing of this involvement. The "transfer" model where project staff develop the innovation which "regular" staff then institutionalize requires a different strategy from the model where the same person developes and institutionalizes the innovation. Secondly, the question is raised as to the conditions under which the project staff can successfully institutionalizes an innovation which they have developed. This issue will be discussed below.

Another factor affecting the level of institutionalization of the five innovations is the extent to which the prime institutionalizer is a member of the regular USC School of Education faculty. The prime institutionalizer for the Multi-cultural Learning Resource Center, the competency-based teacher education modules, and the performing arts training, was a different project staff member who remains at USC on a soft money basis. As explained above, the two prime institutionalizers for the Diagnostic/Prescriptive Handbook are a project staff member on soft money, and an emeritus USC faculty member. The prime mover for the Office of Bilingual Education was brought to USC on a hard money tenure track slot to develop bilingual education programs.

Within the context of the approach to institutionalization where the developer of the innovation also tries to institutionalize it, the question can be raised as to whether the institutionalizer needs to be a member of the "regular faculty." The project lacks examples of the "transfer" method of institutionalization and the type of job status required for its

success so the transfer method will not be discussed here. There may be an institutional net through which the regular faculty can pass with their innovations but which snares soft-money project staff. The data in this study would suggest that there is such a net. In part, soft-money project staff are rejected because they lack doctoral degrees or appear to have a service/program orientation when the institution prefers a teacher/scholar model of a professional role. It may be, however, that the soft money staff person is not able or lacks the desire to translate the innovation into the administrative building blocks of the school of education. In this, one should not infer that soft-money project staff are less insightful. Hard money staff can directly and personally benefit from the institutionalization of their innovation. They often get to run these innovations, obtain institutional status and job security as well. Project staff, for objective reasons, are left feeling uncertain as to whether institutionalization will provide institutional benefits for them.

A historical perspective is needed on this issue. Virtually all of the faculty in The Department of Teacher Education are USC graduates whose own jobs at USC developed through projects or informal arrangements (arrangements other than an advertized job opening with a national search and formal selection proceedings). These faculty were able to secure hard money positions although now they face the agonies of limited promotion opportunities. The current situation (economic, enrollments, etc.) make it much more difficult for soft-money project staff to shift over to hard-money "regular" positions.

If an institutional net operates to constrain soft-money staff from directly institutionalizing innovations, a similar net appears to hold regular faculty from extensive involvement in the project. Meetings, courses, committees, students to counsel — all the factors which aid the faculty member in maintaining legitimacy within the school of

education -- also constrain the faculty member's ability to become intensely involved in any project. While it may be that regular faculty status may aid institutionalization of innovation, it is also true that soft-money staff provided the commitment, energy and ideas to make the project work.

Dramatically different amounts of project staff time were given to implementing the innovation within the Teacher Corps project. Two of the innovations — the Multi-cultural Learning Resource Center and the performing arts training — were given extensive amounts of staff time in implementing the innovation within the project. For the other three innovations — the Office of Bilingual Education, the competency-based teacher education modules, and the Diagnostic/Prescriptive Handbook — relatively small amounts of project staff time were given to implementing the innovation within the project. However, this statement needs careful explanation.

In a sense, the Office of Bilingual Education, its staff, programs, and credentials, were never implemented directly with the project. The inservice education program developed by the project served as a general model for the Office of Bilingual Education. However, little of the content of the inservice education program of the project was directly utilized by the Office. The language maintenance program of the project was also utilized by the Office in this way. The Office did not field test the preservice training program (the LA Emergency Credential Program) nor directly implement the bilingual education credentials within the program. The project had originally intended to implement bilingual education training at the project site. However, due to the lack of staff training and commitment to the effort, multi-cultural education rather than bilingual education was implemented. Finally, the project did not directly implement the supplementary field in bilingual teacher education which the office was able to design and gain School of Education approval for.

The amount of staff time given the implementation of competency-based teacher education modules within the project was also low, however for quite a different reason. As explained above, no project staff was committed to the implementation of these modules, and with limited staff time available, concentration was given to implementing the inservice program rather than development of these modules. The Diagnostic/Prescriptive Handbook was developed by a subcontractor with relatively little project staff time given to its development.

A quite different pattern of staff effort was given to institutionalizing the five innovations. The project director devoted extensive staff time to institutionalizing the Office of Bilingual Education within USC. This level of attention was given throughout the project. Teacher Corps project efforts and especially resources were an absolutely critical dimension in the institutionalization of this innovation. In the context of this discussion, the project worked directly at the institutionalization of this innovation rather than implementing it within the project first.

A moderate level of staff time was given to institutionalizing the Multi-cultural Learning Resource Center. The prime institutionalizer within the project contacted several USC faculty and announced at Teacher Education department meetings that the center was available for use by regular School of Education classes. A more limited amount of staff time was devoted to institutionalizing the competency-based teacher education modules, performing arts training, and the Diagnostic/Prescriptive Handbook.

In short, several trends are evident. Widely varying amount of project staff time were devoted to implementing innovations within the project and in institutionalizing these innovations at USC. It is important to note, however, that innovations which received an extensive amount of project staff time in their implementation were not necessarily those

innovations that received an extensive amount of project staff time in institutionalizing the innovation. For example, the Office of Bilingual Education received a relatively low amount of project staff time for implementing this innovation within the project and an extensive amount of project staff time in institutionalizing the innovation. In turn, both the Multi-cultural Learning Resource Center and the performing arts training were given extensive amounts of staff time in implementing the innovation within the project yet limited amounts of staff time in institutionalizing these innovations within USC.

It is important to note the high degree of correspondence between the amount of staff time devoted to institutionalizing the innovation and the actual level of institutionalization achieved by that innovation. This suggests many implications for future Teacher Corps projects. In addition to the importance of having the Teacher Corps proposal emphasize institutionalization of the innovation as a goal, as described above, it is also important that an ample amount of project staff time be devoted to carrying out the institutionalization of the innovations. Teacher Corps/Washington needs to insure that local projects devote considerable staff time to institutionalization. National technical assistance, monitoring, and evaluation procedures ought to carefully scrutinize and enhance this dimension of the project.

Characteristics of the Innovation Itself. The extent of institutionalization of the innovation was not related to whether the innovation originally developed outside the local setting or at the local setting itself. Nor was it directly related to the extent that the innovation was a tangible product or program which had a high degree of transportability.

Characteristics of the Institution. Characteristics of the institution were very important in explaining the level of institutionalization achieved by the innovations. A high level of institutionalization is achieved when:

1. The institutional leadership wants to institutionalize the innovation.

2. Colleagues value and want to institutionalize the innovation.

3. The innovation doesn't violate the turf of colleagues.

4. The innovation has the promise of generating significant levels of revenue.

5. The innovation is easily translated into the administrative building blocks of the institution (courses, programs, credentials, departments).

In short, the innovation is highly institutionalized when institution members value and desire the innovation without having the innovation create turf problems in the School of Education. It also is very helpful when the innovation has the promise of generating significant levels of revenue and is easily translated into the administrative building blocks of the institution.

There are several important reasons why the Office of Bilingual Education did not ultimately represent a turf problem within the School of Education. First, it was a new program with a new cadre of trainees and new sources of funding. It was not taking away students nor funds from others within the department or in other departments of the School of Education. There was throughout the project, however, some dispute with another department concerning ownership of the bilingual/multicultural education program. This dispute was however, significantly resolved. The other department sought to have a theoretical approach to bilingual education for students especially at the doctoral level. The Teacher Education Department, however, provided a more field-based, practical approach to bilingual education.

The Dean's Task Force on Bilingual Education provided a collaborative advisory group concerning policy on bilingual education without interfering with the programs operated by the several departments. This helped to resolve broad turf problems. It was also helpful that the Office of Bilingual Education was able to demonstrate that it had been the prime mover in securing funding and credentials for the bilingual programs. This made it difficult for others in the School of Education to challenge the Office's right to conduct these programs. Moreover, bilingual education requires special faculty expertise. For the most part, faculty need to be bilingual and have extensive experience with bilingual education programs, as well as represent Mexican-American ethnicity. In short, it was hard for other faculty to challenge the qualifications of the bilingual education office on these grounds as well.

Summary. In general, it was not important for the innovation to have been described in the initial proposal nor emphasized in the proposal as a target for institutionalization. It was, however, important that the innovation not be highly interconnected with other project activities.

It also helped to have the institutionalizer be highly affiliated with the Teacher Corps project as well as be a member of the regular USC faculty. Moreover, the high level of institutionalization was directly related to the amount of project staff time devoted to institutionalization. This high degree of attention and time for institutionalization existed throughout the project, not just at its end. It was not necessary, however, that ample staff time be devoted to implementing the innovation within the project.

Characteristics of the innovation itself were not highly related to its eventual level of institutionalization. In contrast, characteristics of the institution as they pertained to the innovation were highly related to the eventual level of institutionalization. A high level of institutionalization was achieved when:

1. The institutional leadership wanted to institutionalize the innovation.
2. Colleagues valued and wanted to institutionalize the innovation.
3. The innovation didn't violate the turf of colleagues.
4. The innovation had the promise of generating significant levels of revenue.
5. The innovation was easily translated into the administrative building blocks of the institution (courses, programs, credentials, departments).

All of these findings, however, are insights gained at the project and may not generalize to all Teacher Corps projects or other projects attempting to change schools of education.

There are several broad implications from these findings. It may be detrimental to the institutionalization of innovations within future Teacher Corps projects for the innovations to be highly related to other project activities. Yet this is typically the emphasis implied in the Teacher Corps guidelines. Instead, it might be helpful for a set of innovations to be designed directly for institutionalization. In this context, innovations ought to be designed which easily translate into the administrative building blocks of the institution and which directly have the primise of generating significant levels of revenue while not violating institutional turf. This latter approach to program design raises several dilemmas for Teacher Corps. It may be that proposals utilizing the latter design have less conceptual and administrative elegance, and such

proposals may be penalized for not meeting evaluation criteria specified in the Program 78 guidelines. Moreover, current technical assistance and monitoring efforts from Teacher Corps/Washington often encourage projects to develop greater program unity, when in fact this may be dysfunctional to the institutionalization of innovations.

A second broad implication relates to the way demonstration and institutionalization are construed within Program 78. The idea of demonstration usually assumes that an innovation is implemented and tested within the project and then institutionalized within the School of Education. Two additional approaches to institutionalization are found within this project. Several project innovations were developed spontaneously during the project and then institutionalized at USC. By "spontaneously developed" is meant that the innovations did not appear in the original proposal, either as a goal for the project operation or as a goal for institutionalization. Finally, it is important to point out that the most successful institutionalization occurred for an innovation that was not directly implemented within the project but instead was institutionalized directly within the School of Education as a result of extensive project energies.